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ABSTRACT

The parent can be the catalyst to "spark" the collaboration necessary to the success of career education from the total community. Parents should become involved because education determines how one's children will live, which in turn determines the quality of life the parent enjoys in the community. To speak effectively, parents should speak collectively after becoming informed about local schools, grades K-12. A supportive group, a "Coalition for Career Education," can be organized through a reputable community organization as a vehicle for collaboration with schools. A parent followed these steps in securing backing for the Arlington County (Virginia) Coalition for Career Education: (1) determined educator attitudes toward a coalition; (2) developed a list of community people to invite to join a coalition; (3) arranged meetings at schools; (4) publicized the first meeting; (5) scheduled speakers advocating career education; (6) solicited volunteers for a steering committee; (7) established guidelines, elected officers, and developed future plans; (8) printed letterhead stationery; (9) provided for educators' membership; (10) surveyed schools; (11) invited speakers to tell of their roles in career education; (12) became familiar with local and state policies; (13) determined available funding; (14) determined national legislation; (15) spoke collectively to promote understanding of career education benefits; (16) applied for tax-exempt status; (17) publicized; and (18) encouraged school-community cooperation. (YLB)

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THE PARENT: AN AGENT TO FOSTER COMMUNITY COLLABORATION WITH THE SCHOOLS

By

Polly Liss

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NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

A great deal has been said and written about the problems of communities and the schools: That jobs go unfilled for want of qualified candidates, that places of employment turn hundreds of candidates away because of their excess numbers, that filled positions are adversely affected by poorly qualified employees. Studies are made, reports and books are written, money in enormous sums is allocated for stop-gap measures to take care of all of these problems.

The momentum and the output of money builds to a crescendo, and all the while a simple low cost solution is all but ignored.

Career education is a concept, born officially in the United States in 1971, which recognizes that education is a life-long process beginning in the earliest elementary school years and continuing into our retirement years. It prepares us for work, for recreation, for avocations, for participation in our communities, for intellectual pursuits.

Both academic and vocational preparation are intrinsic in the concept of career education. It is important to remember that, while vocational education can exist without career education, career education cannot exist without vocational education.

Career education is for all students: The average, the unmotivated underachievers, the gifted and talented, the handicapped, old, young, all colors, male, female. Stereotypes have no place in preparing students for work world situations.

Through already existing educational systems, we infuse the relationship between the academic world and the world students find when the reponsibility for earning a living and being members of an adult community is theirs.

We learn that, as our interests change, as the job market changes, we can acquire new skills, or use, and perhaps improve upon, skills learned previously but not used for gainful employment.

Indispensable to the success of the concept is collaboration from the total community--business, industry, unions, labor, organizations, educators and other professionals, and parents.

An idea about education, however old, once officially pronounced as an objective, requires that those who accept and adopt the idea in school systems examine what they are already doing before determining what remains for them to do to achieve their goal.

In the case of career education, almost every school system is and has been carrying out the concept to varying degrees. It may be the educator, or the businessperson, the labor union, the watchful community organization, or the parent who first realizes when the efforts being made fall short of realizable goals because the schools and the community are not working together, not collaborating to pool knowledge, talent, and resources.

Why is the collaboration not there? It appears that collaboration is not necessarily a spontaneous response to the need in career education. If it is to happen, it must be "sparked." Business,

labor, and industry look to the schools to take the initiative, and the schools, which appreciate any supportive, supplementary help they can get which will not diminish their authority nor add to their costs, nonetheless, are not seizing the moment.

The parent can be the catalyst.

Pinson says (p. 127) ". . . it is part of the conventional wisdom that no major adjustment to the course or content of American education can or will succeed without the consent of parents." The parent, in the collective sense, represents every walk of life and has a vested interest in both schools and community. The parent is certainly in a position to spark collaboration.

THOUGHTS OF A PARENT

Why bother?

"What's in it for me?"

I hear this question asked in every quarter. It is a reflection of the emphasis society has tried to address for almost an entire school generation.

Altruism is not dead, but it doesn't stand out as strongly as many savor it in embellished memories of younger years.

And so, as a parent, I look at my children, their education, the world in which we live, and I ask: "What's in it for my children? What's in it for me?"

From my perspective, the two questions are interrelated. The education my children receive, even more than influences from family and environment, determines how they will live--what's in it for them.

How my children live, will determine to a large extent the quality of life I will enjoy in my community--what's in it for me.

I will explain:

The products of schools live in all communities. The degree to which education provides preparation for the real world--the extent of exposure of students to options in the world of work, the opportunity they have to explore these options, and the preparation they receive to better make and carry out decisions affecting their choice of work, their leisure time, their intellectual pursuits--this will affect the individual's ability to meet challenges and accept responsibilities as members of communities. It also happens that where education is carried out in such a way, it relieves the burden imposed upon educators--it becomes a responsibility shared with and involving the greater community. It need not be, as one school administrator put it recently: "Teaching is not a fun thing anymore." Nor, as a report prepared by the Fairfax schools administrative staff notes: That teaching is one of the most "depressing and unpromising" professions.

Rather, the introduction of contact with the "real world" serves as a stimulus for students, provides interest, even an excitement that heightens their desire to attend, to participate, and to achieve. It is little wonder that schools successfully implementing the concept of career education find that students improve in their studies, have fewer absences and pose fewer discipline problems. These students know all along, "What's in it for me." They

know further that learning is a life-long process and that there is no shame in going back to school at any age.

Motivated students can cope with life. They can perform efficiently, and they make positive contributions to the communities in which they live. Few of their numbers cause a diversion of a community's assets to criminal and welfare needs.

Given this situation, we can all look forward to quality community living that boasts of a full range of services for the total spectrum of the citizenry. That's "What's in it for me."

If I have a stake in my community, then I have a stake in education.

What can I do about it?

I have now decided I want a community no worse than the one in which I live. In fact, I want to insure that the quality is not only protected, but enhanced. I see many programs directed to specific aspects of education and community living but none so comprehensive for all students at all ages as the concept of career education. There are other members of the community who agree. Many have spoken out in various ways, either as individuals or through the organizations to which they belong. It is as if they speak to themselves, for with the proliferation of innovations, gimmicks, and emerging special populations and needs to be served, it takes a very loud voice to make itself heard above the din.

The best way to speak loudly enough--or effectively--is to speak collectively.

Anyone can bring a group together--it requires only the understanding of a goal, and the desire to pursue it. In regard to the goal of promoting implementation of the concept of career education, community collaboration with the schools is indispensable, and the parent is as good a candidate for leadership as someone from any other segment of the community.

Before embarking on such a venture, it behooves me as a parent to become informed about the local schools, K-12 as a minimum. I will be wise to::

1. Arrange to talk with administrators, teachers, guidance counselors, librarians, and students to find out how our young people are being helped to reach decisions regarding their future lives: How early in their school careers are they introduced to the world of work? How is the community brought in to help the schools provide information and experience? What sequential planning is there in implementing the concept of career education? Is there an overall coordinator for career education? Is there sufficient funding for activities related to career education?

2. Visit classes to see how the concept is implemented.

3. Visit the school library to see what post-secondary education and career sources are available to students, and if they are arranged satisfactorily for accessibility.

If I am satisfied with what I learn and what I see, I may relax and feel comforted that my child and/or the children in my community will be equipped to make meaningful decisions by the time graduation from 12th grade occurs.

If I am not satisfied, I may wish to try through key people in the schools to discuss the concept of career education and the importance of implementing it within the curriculum and with the help of the community. I believe that parents may "buy" the concept faster than will teachers and school administrators, but the latter are easier to convince when sufficient numbers of parents state that that is what they want.

The parent would do well to seek commitment from others first by convincing a reputable organization to back a community-school effort of collaboration. To bring this effort about, or to encourage what measures may already have been taken collaboratively, a supportive group, representing a cross section of the community, can be organized. This supportive group may appropriately be called a "Coalition".

HOW A COALITION IS FORMED AND BEGINS TO FUNCTION

A local "Coalition for Career Education" constitutes a viable vehicle for community collaboration with the schools. Based on the actual experiences of the Arlington County Coalition for Career Education, the following steps were followed by a parent who secured the backing of a community organization after ascertaining that there was no existing effective advocate group for career education in the community:

1. Talk with educators (e.g., administrators, teachers, and guidance counselors) to feel them out regarding the usefulness of

forming a community Coalition to work in consultation with the schools to promote implementation of the concept of career education.

2. Enlist the aid and advice of educators to develop a list of community people to invite to join a Coalition. Seek a broad spectrum of representation from business, professions, labor, community groups, individuals, industry, unions, and education. (See Addendum 1)

3. Use a school or other centrally located site for this first and future meetings. Noon meetings are usually better for paid working people. Early fall is an ideal time to start the Coalition; late spring the worst for educators, but don't let a starting date become an obstacle.

4. Arrange for and publicize the first meeting of the Coalition. The publicity campaign for this meeting should focus more on "the event" and "after" rather than "before." (See Addenda 2 and 3)

5. Try to schedule several brief speakers from different segments of the community (e.g., parent, business, education) to tell why they feel career education is important for the community.

6. Ask for volunteers for a Steering Committee to provide direction for the Coalition between the general meetings. If insufficient numbers volunteer (from 5 to 20 can be a workable group), give personal invitations to individuals or organizations to round out the group representation.

7. The Steering Committee should establish guidelines for the Coalition, elect officers, and set a course for the future. (See Addendum 4)

8. Have letterhead stationery printed.

9. Be mindful of the implications of membership for educators. Those who wish to join in their professional capacities may be placed in the category of "advisors" or "consultants" to the Coalition so that when the Coalition speaks before the school board or to address an educational issue, these educators are not put in the position of speaking for themselves--it is more effective when others speak out on educational issues. Educators who join as individuals present no problem.

10. With the knowledge of the central school administration, survey the schools for information regarding the extent to which the concept of career education is implemented and the needs of each school to improve its program and to receive help from the community. (See Addendum 5)

11. Invite speakers to tell the Steering Committee or a general meeting of the Coalition about their roles in career education. Try to secure publicity for these programs.

12. Become familiar with local and state policies regarding career education. Invite speakers from both levels for dialogue.

13. Find out what funding is available locally and from the state for career education.

14. Find out what national legislation has been enacted or is "in the works" which may be drawn upon or supported to strengthen or initiate career education activities. (See Addendum 6)

15. Speak as a single voice as a Coalition to the media, to the local school board, local governing authorities, PTA's, and through any forum possible to promote understanding of the benefits to the community of proper implementation of career education and to help the concept grow. (See Addendum 7)

16. Consider applying for tax exempt status, because, in some communities, financial support for mailings, etc. may be difficult to obtain from individuals and businesses who will donate only if the Coalition has this status.

17. Publicize, publicize, publicize! A community Coalition is a perfect vehicle for public relations. It makes good copy.

18. Help bring the community into the schools and bring the schools into the community!

With these steps, the Arlington County Coalition for Career Education was launched on October 18, 1978. Its major purpose is to influence the schools in Arlington County to fully implement career education, through post-secondary and adult. Membership is open to all interested persons, whether they represent organizations or are individuals acting on their own.

By definition, a Coalition is a temporary alliance. In the case of this particular Coalition, it serves as a vehicle for community collaboration with the schools, bringing together business, industry, unions, labor, organizations, parents, educators, and other professionals. As single entities, the impact of their advocacy of

tne concept of career education had been negligible--collectively, the Coalition is difficult to ignore.

Differing from an advisory committee, a Coalition is attached to no other body and has no guidelines of operation set for it by others. It is an independent body which can be convened by any group or individual, and which determines its own goals and modus operandi.

The Arlington County Coalition for Career Education was patterned after the Dade County Coalition for Career Education which was organized less than two years prior to the formation of the Coalition in Arlington. Both groups were formed by members of Women's American ORT (Organization for Rehabilitation through Training). Any individual or group can take such initiative to foster community collaboration with the schools to achieve effective implementation of the concept of career education.

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Pinson, Nancy M., "School Counselors as Interpreters for and of the Community: New Roles in Career Education," The School Counselor and Career Education, study conducted by the American Personnel and Guidance Association, October 1, 1978 to September 30, 1979. p. 120-147.

Selden, Ina Lee, "Math Teacher Shortage Hurting Area's Schools," The Washington Post, May 28, 1979, p. C1.

SOURCES USED TO PREPARE A MAILING LIST FOR THE PURPOSE OF FORMING A LOCAL COALITION FOR CAREER EDUCATION

(These are the sources in Arlington County, Virginia, and will vary with the area. When using directories, critical selections should be made in an effort to have a cross section represented. Try to get representation from large and small business; medical, engineering, and other professions; labor unions; parents; organizations and advisory groups.)

1. Lists of members of existing local advisory committees on career education and/or vocational education obtained from public school Director of Adult and Career Education.

2. Directory of businesses published and distributed to households by the local Chamber of Commerce.

3. Directory of organizations in the community maintained by and available upon request from the County Court House.

4. Directory of Jewish organizations published by and available upon request from The Jewish Community Council of Greater Washington.

5. Names of individuals, organizations, businesses, professionals, and unions offered by educators, friends, and ORT members.

Prepared by:
Polly Liss

11/20/78

ADDENDUM 2

WOMEN'S AMERICAN
ORT
(Organization for Rehabilitation through Training)

NOVA Chapter-at-Large

September 21, 1978

Dear Fellow Citizens;

It is the ambition of the NOVA Chapter-at-Large of Women's American ORT to form a "Coalition for Career Education" in Arlington County.

Career Education provides the missing bridge between the educational cocoon and the world of work. It addresses the problems of the relevancy of course material. At the same time, it effectively lowers the numbers of the ill-prepared and the dropout.

These concerns of education, heightened by budget cutbacks and rising costs, lead us to feel that now is the time to join forces with other interested groups of people who are also aware of and committed to quality Career Education.

Let us together take an active role in regard to our schools and the children in our community in order to improve and spread Career Awareness programs and Career Education courses within our elementary, intermediate, and high schools.

Enclosed is a brochure on the only other "Coalition" which exists in our nation. It is nearly two years old and is highly praised by all segments of the community in Dade County, Florida.

To form our own Coalition, you are invited to attend an important meeting on WEDNESDAY, OCTOBER 18, 11:30 a.m. - 1:30 p.m., in the dining room of the ARLINGTON CAREER CENTER, 816 South Walter Reed Drive, Arlington, Virginia 22204.

We are planning an interesting program for you. We will have the pleasure of the company and a brief address by DR. KEN HOYT, Director of the U.S. Office of Career Education. Following the meeting, there will be a tour of the Career Center.

Please reply by October 6th so that we may reserve lunch for you. Lunch will be served at a cost of $3.00 per person. If you cannot attend, please send a representative from your group.

We look forward to meeting you on October 18th.

Sincerely yours,
Polly Liss
(Mrs.) Polly Liss, American Affairs, Chairperson
549 North Livingston Street
Arlington, Virginia 22203 (524-1040)

Enclosure: Brochure

(Tear Off and Mail Your Reply)

Name_____ Organization_____

(If Applic.-Individuals welcome)

Address_____

Will attend ☐ Will not attend ☐ Interested for next meeting ☐

(Enclose $3.00)

To push for job experience for students

ADDENDUM 3

Career education coalition formed

by Charles Krezell

Polly Liss believes that the educational system in this country is a failure. Mrs. Liss feels that school does not adequately prepare children for reality: "From kindergarten through college children are removed from the reality of life. That's a long time to be removed from the work experience. People used to know responsibility because they had to, they had to work; now we aren't being taught those things until a later age."

Mrs. Polly Liss has formed a coalition of business groups to promote the concept of career education in Arlington schools. She has had three children of her own go through the Arlington school system. Career education is a concept which has as its major objective equipping of the high school graduate with the knowledge, skills and attitudes to exercise the options, upon graduation, of continuing in school, working or a combination of both. Mrs. Liss would like to see Arlington County model itself after Dade County in Florida which has been using the career education concept for five years.

"It's not so much a program," explained Mrs. Liss, "It's an attitude." Career education would emphasize the importance of knowledge for success in the world outside the classroom. "We need to motivate the children to learn. By exposing them to the outside world, and having them examine what people actually do when they are working, they can begin to explore what they would like to do when they get out of school."

Career education would not change the curriculum in schools, but it could provide an opportunity for the community to become involved in teaching. Workers would come into the classroom to explain what they do on their jobs. Field trips to local businesses would also be encouraged. On the elementary school level, career education would be promoted by having the school give out jobs to the students who filled out employment forms properly and went through an interview. Students would be fired if they were continually late or if their job performance was unsatisfactory.

"This program could start with one teacher, one principal," said Mrs. Liss, "but the most important emphasis would come from the community. We have not provided proper guidance for our children. An education contained within four walls is no longer relevant. You don't need more money to point out the world of reality. If you say we can't do it because of the costs that's just an excuse not to explore the resources within the county."

On October 18, at the county career center, the coalition was formed. A steering committee has been set up to explore the needs of the county and what they should be provided.

In 1976 Mrs. Liss asked the school board to adopt career education as one of its goals for Arlington County. The school board has since placed it on its list of priorities. "It would be nice if it was a school goal, but at least they recognize the need for career education," said Mrs. Liss. "The problem is that when you say career education most people think you are talking about vocational school. We aren't advocating vocational studies to the exclusion of academics, but we feel that they should go hand and hand that education is a continuing lifelong pursuit. The job market is constantly changing. We should provide an educational system which would give people the opportunity to continue to improve their job skills."

Letters

The school board is pursuing career education

I read with interest your article entitled, "Career Education Coalition Formed," by Charles Krezell in the Thursday, October 26, 1978 issue. I also attended the October 18 meeting at the County Career Center where the coalition was formed. I was embarassed and appalled at Mrs. Liss' lack of knowledge of what actually is being practiced in the Arlington School System.

As a Director of Guidance in an Arlington Intermediate School, I wish to inform the community that Polly Liss, although most likely well-intentioned, is very uninformed as to the extent of what she advocates is already being implemented in the County schools. Perhaps Career Education is a new concept to Mrs. Liss, but it certainly isn't to Arlington's educators who are thoroughly familiar with this and have been implementing it for at least three years. I myself led a workshop for our teachers and helped to implement the concept into the curriculum in the fall of 1976.

The School Board, that same year, appointed a counselor to the position of Career Education Coordinator. Children were and are exposed to the outside world by field trips to local businesses, by bringing professional and non-professional workers into the schools to conduct seminars, and by students spending one whole school day "shadowing" a person at work.

I do not know when Mrs. Liss' children went through the school system, but she must know that schools have changed with the times. I agree that Career Education could be adopted as an Arlington County School Board goal, however, let me assure her that the Board as well as the top administrators are persistently pursuing the policy of career education.

I believe Mrs. Liss is unnecessarily negative in pronouncing the educational system in the county a failure. Would she also label her children as failures since they are products of Arlington schools or does she believe they have succeeded in spite of the "failure educational system?"

Laviece Tribble
Swanson Intermediate School

Your turn

Local career training still has a long way to go

by Polly Liss

I wish to congratulate Laviece Tribble, Director of Guidance, Swanson Intermediate School, on the excellent work she states that she has been doing in implementing the concept of career education in her school.

If there were no such thing as "local school autonomy" in Arlington County, and I could therefore extrapolate from Ms. Tribble's contribution in her school, there would be no reason for the formation of the Arlington County Coalition for Career Education. Indeed, no reason for me to concern myself nor for the 45 other people who came October 18 from many segments of the community to give their support to an effort to help each school realize its full potential, and to prepare our children for life.

I regret that Ms. Tribble chose to address herself for the most part to Mr. Krezell's article rather than the remarks she heard me make on October 18 with full support and contributing remarks from an educator, a businessman, another parent, and Dr. Ken Hoyt, the director of the national Office of Career Education. I also regret that she felt "embarrassed and appalled at Mrs. Liss' lack of knowledge of what actually is being practiced in the Arlington School System."

I said in my speech, and I still maintain, that Arlington County has made efforts in the direction of career education that are commendable (and I even cited some of these efforts), but despite the healthy steps it has made, there is still a long way to go.

No, I am not a professional like Ms. Tribble. I am an unpaid parent whose attention was first drawn to career education 6-½ years ago when I was selected to represent Women's American ORT (Organization for Rehabilitation through Training) at the Governor's Conference on Career Education in Baltimore, Maryland. I have worked persistently since that time to explore what the schools in my own area can do and are doing to implement this concept.

I have read a great deal on career education, written papers, and spoken to school and other groups on the topic. It was even my good fortune to be selected by Women's American ORT to attend a Mini-Conference on Career Education sponsored by the Office of Career Education and to be sent by the latter office to visit an exemplary career education site. It was at the site, in Dade County, that I learned that even when the school system is considered "exemplary," there is still an important role for a Coalition.

I have served on the Superintendent's Task Force on the Senior High Schools as a representative of the Career Center. I have also served on 3 county citizens' advisory committees. I have worked as a volunteer in the 5 schools attended by my 3 children. At present, and beginning my fifth year, I chair the Arlington County Foreign Language Citizens' Advisory Committee. I am also one of 4 citizen coordinators who, along with the Superintendent's assistant, are planning and carrying out a series of forums to examine the Arlington public schools and the trends that affect them. I have learned a great deal from my children about what the schools teach, and I am aware that each school goes about the business of attaining goals (including career education) in different ways. I have visited numerous schools, talked with numerous students, parents, teachers, and administrators.

I am still learning about Arlington schools and about schools in general, but those who committed themselves to join the Coalition, along with myself, are convinced, nonetheless, that career education is a community concern, because the products of our schools affect the entire community. When the community acts in concert with the schools, great dreams are willed into reality. Where the concept is an integral part of the school program in other areas of the country, it is observed that it provides motivation, and students improve in their writing, reading, and math skills, with a resultant decrease in absenteeism and sharp decline in disciplinary problems.

I hope Ms. Tribble will join the Coalition in its efforts in Arlington County. The Coalition is open to everyone, but we shall be especially pleased to have someone with her apparent expertise serve with us.

8 THE ARLINGTON NEWS Thursday, November 9, 1978

Community Service Notes

Send your news items to Community Service Notes, 3017 Wilson Blvd., Arlington, VA 22201. ALL notes must be received by the News by noon on the Friday preceding publication, and should be typed double spaced.

Career education

The Arlington County Coalition for Career Education was launched last month under the sponsorship of the NOVA Chapter-at-Large of Women's American ORT (Organization for Rehabilitation through Training).

The Coalition is comprised of individuals and organizations representing business, industry, labor, parents, and education groups. The immediate objectives to be pursued will be to examine the measures the county is taking to implement career education, to consider what goals are realistic for the schools, and to determine in what ways a Coalition may be useful in achieving these goals.

The first meeting of the Steering Committee for the Coalition will take place on Wednesday, November 8, 7:30 p.m., in the large conference room in the Arlington Career Center, 816 South Walter Reed Drive.

ORT women initiate career education unit

An Arlington County Coalition for Career Education, sponsored by the Nova Chapter-at-Large of Women's American ORT was launched at a luncheon meeting at the Arlington Career Center. The program featured a talk by Dr. Ken Hoyt, director of the Office of Career Education of the U.S. Office of Education.

The coalition's aim is to examine career education facilities in the county and to propose ways in which they can be made more effective through the combination of job training and academic preparation.

Hoyt's talk emphasized that career education is a community enterprise and cannot be the province only of the system. Community involvement, he said, is now a crucial factor in bringing back respect for the word "work".

Other speakers were Payton Klopfenstein, real estate executive and Marianne Karydes, volunteer in educational projects and writer-consultant.

Polly Liss, ORT American affairs chairperson, chaired the meeting. She, too, emphasized the need for community involvement in career training programs as a "motivating force" to engage the potentialities and interests of children in the learning process.

10 THE ARLINGTON NEWS Thursday, April 19, 1979

Career education

Jobs are changing in nature at a very rapid rate. Projections show that in the next twenty to twenty-five years eighty percent of the jobs now held will be obsolete. Recognizing this, the Arlington County Coalition for Career Education is taking a closer look at the status and quality of career education available to the county's elementary and secondary students.

With information compiled from questionnaires sent to all public schools, the Coalition will examine the measures the county is taking to implement career education. New goals will be researched which might be necessary for the school system to consider in upgrading its present program.

As the U.S. Director of Career Education, Dr. Kenneth B. Hoyt has stated, "Career education involves two basic concerns. One is the relationship between education and work. And second, is making the goal of work a meaningful part of the total life-style of every individual."

Using this as a basis, the major purpose of the Coalition will be to influence the Arlington County school system to fully implement career education programs from kindergarten through 12th grade. All citizens who share this concern are urged to call Mrs. Polly Liss, president of the Coalition steering committee, at 524-1040.

VOCATIONAL ACADEMIC

CAREER EDUCATION

ARLINGTON COUNTY COALITION FOR CAREER EDUCATION

GUIDELINES FOR THE ARLINGTON COUNTY COALITION FOR CAREER EDUCATION

I. PURPOSE OF THE COALITION

A. The major purpose of the Coalition will be to influence the Arlington County school system to fully implement career education programs, K through post-secondary and adult.

B. Additional goals of the Coalition will be developed in the near future. The Steering Committee will work with the career education office to prepare a list of major goals and objectives for the Coalition which will insure the continued evolvement of career education programs to meet the needs of all students in the Arlington County Public Schools.

C. Coalition members should, at all times, present themselves as a cohesive group. At the appropriate times, members are asked to advocate the cause of career education and the objectives of this Coalition first and foremost.

II. MEMBERSHIP

Membership will be open to all interested persons, whether they represent other organizations or are individuals acting on their own.

III. VOTING

Each attending member of the Coalition will have one (1) vote on each issue.

IV. OFFICERS

A. Two officers will be elected to serve the Coalition. Each of the following officers will serve for a period of one (1) year.
   1. President
   2. Secretary

B. The general duties of the President will be to:
   1. Call meetings as needed.
   2. Prepare the agenda for all meetings.
   3. Act as leader of the Steering Committee and assign tasks to the Steering Committee as needed.
   4. Appoint other subcommittees as needed.

C. The Secretary will be responsible for taking minutes, typing, duplicating, and distributing these materials to the organization members.

V. STEERING COMMITTEE

A. There will be a Coalition Steering Committee whose role will be as follows:
   1. To continuously evaluate the goals of the Coalition.
   2. To inform the membership of new issues, problems, and progress as they apply to the goals of career education.
   3. To make recommendations to the membership regarding action deemed advisable.
   4. To recommend agenda items to the President of the Coalition.
   5. To assist in any other tasks assigned by the President of the Coalition.

B. The Steering Committee will be composed of those who respond to a request for volunteers.

NOTE: Additional Coalition guidelines will be developed as needed.

CAREER EDUCATION

ARLINGTON COUNTY COALITION FOR CAREER EDUCATION

549 North Livingston Street
Arlington, Virginia 22203
March 15, 1979

Dear School Principal:

In October of last year, the Arlington County Coalition for Career Education was formed. The primary objectives of the Coalition will be to examine the measures the county is taking to implement career education, to consider what goals are realistic for the schools, and to determine in what ways a Coalition may be useful in achieving these goals.

It is the firm belief of this Coalition of committed individual citizens and representatives of businesses, professions, labor, and community groups that Arlington schools can do much more to provide education relevant to the world in which today's students will be seeking employment and personal fulfillment.

To assist us in examining the current situation in Arlington, we request that you take a few minutes to fill out the enclosed questionnaire. Please feel free to supply any information, not covered by the questions, which you wish us to consider.

Questionnaires may be returned in school mail to the Career Center to my attention.

Sincerely yours,

Polly Liss

Polly Liss
President

PL:lh
enclosures
P.S. Steering Committee members: Roselie Arnold, Richard Blocker, Renie Burdetsky, Ruth DeHart, Eileen Driscoll, Betty Eyler, Linda Haner, Marianne Karydes, Polly Liss, Rita McGary, Lynn Ogletree, Terry Pasquariello, Ruth Petkoff, John Robinson, Norman Robinson, Mary Sigmond, Tom Smolinski, Mary Williams, and Bill Young.

ADDENDUM 6

VOCATIONAL ACADEMIC

CAREER EDUCATION

ARLINGTON COUNTY COALITION FOR CAREER EDUCATION

549 North Livingston Street
Arlington, Virginia 22203
February 1, 1979

The Honorable Harry F. Byrd
417 Russell Senate Office Building
Washington, D. C. 20510

Dear Sir:

I am writing to you on behalf of the Arlington County Coalition for Career Education. The Coalition was formed last October and is comprised of representatives from a broad spectrum of our community, united to give support to our schools to implement career education K - Life.

We feel that career education, properly implemented, provides a realistic path for society to be both informed and prepared to meet life's changes and challenges and able to "pay its own way" with dignity and pride. We feel it is a positive answer for individual and national needs.

When the Career Education Incentive Act (Public Law 95-207) was passed last year we were elated, because we felt our government understood and recognized the need for this concept, even though it could not see its way clear to give maximum funding to carry it out. However, we are alarmed to learn that President Carter is asking for recision in his budget of this year of 22 of the 32.5 million dollars appropriated for implementing career education in 1979. We hope our legislators will be watchful that recision is not granted.

We view with alarm, also, President Carter's budgeting of zero dollars for 1980--eliminating the one hundred million appropriated for that year.

We request, we urge, that the funds for Public Law 95-207 be reinstated in full for 1979 and 1980.

We can make progress without funding, but America can't wait for the length of time it will take that way.

Sincerely yours,

Polly Liss

Polly Liss
President

PL/lh

22

NATIONAL ACADEMY

CAREER EDUCATION

ARLINGTON COUNTY COALITION FOR CAREER EDUCATION

549 North Livingston Street
Arlington, Virginia 22203
June 7, 1979

Arlington County School Board
1426 North Quincy Street
Arlington, Virginia 22207

Dear Member of the School Board:

In October of last year, the Arlington County Coalition for Career Education was formed. The primary objectives of the Coalition are to examine the measures the county is taking to implement career education, to consider what goals are realistic for the schools, and to determine in what ways a Coalition may be useful in achieving these goals.

It is the firm belief of this Coalition of committed individual citizens and representatives of businesses, professions, labor, and community groups that Arlington schools can do much more to provide education relevant to the world in which today's students will be seeking employment and personal fulfillment.

In order to learn the current situation in each Arlington school in regard to the extent to which career education is implemented, we have sent out a questionnaire. A summary of the responses is enclosed.

As a result of our survey, we have reached certain conclusions on measures that you can take to strengthen career education in this county. We offer the following recommendations:

1. That a position be created for a full-time career education coordinator and a full-time secretary with sole responsibility to further develop and fully coordinate county-wide career education programs.

2. That release time be allowed for teachers, guidance counselors, and librarians to develop an inservice program, in conjunction with the Coalition, for staff in all county schools.

3. There is a need to recognize that attendance for in-service training does present a problem. It is suggested that college credit courses be offered both as an incentive and to develop and expand knowledge in the area of career education.

4. That one of the two inservice days in October or March be set aside for all administrative and instructional personnel to learn how to infuse career education into the curriculum.

5. That a group of members of and consultants to the Coalition be formed for the purpose of providing inservice training in each school upon the request of the principal, staff, or PTA.

6. That a one credit weekend mini-course and a three credit semester course be established at the Career Center for administrators, instructional personnel, and other concerned citizens. Rosalie Arnold and John Crocitto have been asked to investigate the feasibility of establishing such courses.

7. That a curriculum committee be appointed to develop sequential career education materials and objectives K-12.

The Coalition is hopeful that, despite the pressure of your many priorities, you will recognize the need for and the importance of adopting these measures. To quote the "Plan for Improvement of Selected Elements of the Program of the Arlington Schools, 1979-1985": "Schools are expected to involve students in a serious consideration of career choices and to provide them an opportunity to prepare for a meaningful career. Without an understanding of the possibilities which exist, poor career choices are made or students drift and make no choices. Without an opportunity for preparation, students leave high school ill-prepared to care for themselves and to contribute to society."

We believe our recommendations make more solid the ground upon which the concept of career education rests in our schools.

In closing, we extend an invitation to you, at your convenience, to view a film of Dr. Ken Hoyt, Director of the U. S. Office of Career Education, answering questions from a school board regarding career education.

Sincerely,

Polly Liss

(Mrs.) Polly Liss
President

enclosures

Summary of the:
"Inventory of School Programs in Implementing Career Education"

The response was good. Four of the five high schools (including the Career Center and H.B./Woodlawn), four of the five intermediate schools (including H.B./Woodlawn) and sixteen of the twenty-six elementary schools and special education program responded.

In general, the replies indicated that career education should be considered an important aspect of the school curricula; however, the degree to which it is implemented varies in the schools. The responses indicate the schools agree with the concept of career education, but are not sure how to implement and integrate it into the curriculum either through a single subject or infused throughout the entire curriculum.

The respondents want more community involvement in career education. They indicate that commitment by the School Board to actively support career education would serve as the needed stimulus, and that county-wide coordinators whose sole responsibility would be the implementation of career education at the elementary and secondary levels should be appointed. In addition to the above suggestions, but not limited to them, the respondents suggested developing a list of community persons who would be willing to be involved in career education by talking to groups of students, shadowing experiences and to establish closer ties between the business community and the schools.

It is of interest to note the comment that "the identified handicapped population can profit from many of the career education programs operating for students in regular education. However, there are some modifications/adaptations they need based on their unique needs".

It was generally felt that teachers, librarians, guidance counselors, and administrators were in need of in-service training on career education and most respondents indicated they would like a seminar on various techniques or ideas for implementing career education.

ARLINGTON COUNTY COALITION FOR CAREER EDUCATION

The responses listed under each question were extracted from the questionnaire: "Inventory of School Programs in Implementing Career Education".

School Name: Abingdon, Ashlawn, Career Center, Claremont, Fairlington, Ft. Myer, Glencarlyn, H-B/Woodlawn, Henry, Jackson, Jamestown, Kenmore, Long Branch, McKinley, Nottingham, Oakridge, Page, Randolph, Swanson, Thomas Jefferson, Washington-Lee, Williamsburg, Woodmont, Yorktown and the Special Education Program

Total Possible: 5 high schools, 4 intermediate schools, 26 elementary

Title of Persons Responding to Questionnaire: 15 principals, 5 job designated

QUESTIONS:

1. Which departments or grade levels are actually implementing career education in the classroom (see attached "Ten Learner Goals of Career Education") in addition to stress on the basic skills?

   The responses indicated that all classes K-6 7-12, and Special Education are implementing career education.

2. What facilities do you have to implement career education?

   Career Education Films 20
   Slides 15
   Current books on careers 24
   "Hands-on experience" equipment 11
   Coordinator for field trips for bringing in speakers 9

   Comments:
   Practical Life Center
   Career Exploration-Skills Programs
   Career education committee cleared by principal
   Parents and community volunteers
   Walking tours to area business establishments
   Teacher contact speakers - resource file on career speakers (library)
   Career Life Center
   Job Placement Officer
   Career Week celebration each Spring

3. What facilities would you like to expand to enable the staff to implement career education concepts more comfortably?

   Career Education Films 7
   Slides 2
   Current books on careers 6
   "Hands-on experience" equipment 8
   Coordinator for field trips for bringing in speakers 11

   Comments:
   Internship program for credit
   Opportunities to participate in regular vocational education classes transitioral type experiences in sheltered workshops for moderate to severely retarded.
   Coordinators to work with teachers in preparing career education units.
   Activity suggestions for K-12
   Constantly update all materials.

4. Do you have a coordinator or resource person in your school to help staff focus on ways to implement career education: Yes 8 No 7

Comments:
We don't have a coordinator but a few of us act as resource persons.
Librarian
Guidance counselors are presently handling this job.
Principal
Career education contact-teacher provides some assistance.
Social studies staff representatives.
7th grade guidance staff
teacher volunteers

5. If answer to question #4 is affirmative, does the coordinator or resource person have clerical support? Yes 8 No 7 Paid 6 Volunteer ____

Instructional secretary, education secretary, or guidance secretary served as clerical support.

6. Is career education treated as a separate curriculum area or is it integrated into the curriculum of all subjects?
   Academic: Separate 3 Integrated 23
   Vocational: Separate 4 Integrated 13

7. Check measures taken by parents and the general community in carrying out the concept of career education at your school:

Contributed "hands-on" materials	Elem. (6) Inter. (3) H.S. (2)
Arrange field trips	Elem. (3) Inter. (2) H.S. (2)
Provide speakers	Elem. (12) Inter. (3) H.S. (2)
Provide work experience	Elem. (3) Inter. (0) H.S. (2)
Volunteer in classroom to aid in career education projects	Elem. (11) Inter. (1) H.S. (0)

8. In what ways would you like parents or the general community to help your school carry out the concept of career education?

Elementary:
- Develop a list of people (with description of service) willing to become involved, such as: coming into the school and/or school visitations.
- A good visitation program for grades 5 and 6 would be helpful.
- Community members to come and talk about their work.
- Have the business community enter the schools with a program of job awareness.
- Assist in the Practical Life Center.
- Assist with assimilation of a coolection of materials.
- Resource person.
- Cooperate with the Career Center beginning in early elementary grades.

Intermediate:
- Supportive parents to drive students on field trips.

High Schools:
- Would like School Board to recognize the importance of career education and appoint a county-wide coordinator.

9. Has there been in-service training on career education for:

Teachers	Yes 8	No 11
Librarians	Yes 8	No 11
Guidance Counselors	Yes 8	No 11
Administrators	Yes 9	No 11

How many sessions?
1 for administrators, approximately 3 for counselors and 1 for teachers.
When held?
August 1974; spring and fall, 1978.
Where held?
NVCC, George Mason, Education Center, Career Center, Kenmore and local library.
In which ways were they helpful?
Participants gained more understanding, acquainted teachers with materials and resources.

10. Would you find it useful for your staff to have a seminar on various techniques or ideas to consider for use in implementing career education?
In-School Yes 15 No 5
County-wide Yes 16 No 6

11. Elementary: What counseling services are provided for the students? Sometimes these services come thru the pupil personnel team, intermediate school counselors, classroom teachers, adults, and sometimes it is non-existent.

12. Is there planning and organization of K-12 sequential goals in career education?
Yes 12 No 6

13. Do you feel the career education program operating in your school is:
Excellent 1
Adequate 18
Needs Improvement 8

14. Additional Comments:
Elementary:
A principal has recently completed an evaluation of seven social studies textbooks being considered for adoption to assist them on career education. At that time, a compilation of ideas, activities and materials was made for the staff from the texts.
The need for a full-time career education coordinator. There are three specific objectives in our annual school plan which deal with career education.
Intermediate:
As part of their personal improvement plan, each teacher had to develop and teach a unit on careers in their subject area.
Special Education:
I think the identified handicapped population can profit from many of the career education programs operating for students in regular education. However, some modifications and adaptations need to be implemented, based on unique needs.
We are required by state and federal regulations to include career education/pre-vocational goals on the IEP's (Individualized Education Program) of all handicapped students.
High School:
VOT programs (Vocational Office Training)
Informal discussions.
Need county level coordination.

THE TEN LEARNER GOALS OF CAREER EDUCATION

Career education seeks to produce individuals who, when they leave school (at any age or at any level) are:

(1) competent in the basic academic skills required for adaptability in our rapidly changing society.

(2) equipped with good work habits.

(3) equipped with a personally meaningful set of work values that foster in them a desire to work.

(4) equipped with career decision-making skills, job-hunting skills, and job-getting skills.

(5) equipped with job specific occupational skills and inter-personal skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society.

(6) equipped with a degree of self-understanding and understanding of educational/vocational opportunities sufficient for making sound career decisions.

(7) aware of means available to them for continuing and recurrent education.

(8) either placed or actively seeking placement in a paid occupation, in further education, or in a vocation consistent with their current career decisions.

(9) actively seeking to find meaning and meaningfulness through work and productive use of leisure time.

(10) aware of means available to themselves for changing career options -- of societal and personal constraints impinging on career alternatives.